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ABSTRACT

Three questionnaires used by the Arapahoe Community College are discussed. In the first, Graduate Questionnaire, graduates from 1968-1971 were surveyed. A summary is provided of the total responses, which includes summaries of all open-ended questions. Summaries of each individual year are also provided, but only multiple choice questions are considered. A copy of the questionnaire is provided. The second questionnaire, Evening Students Questionnaire, is provided, together with a summary of the results and a statistical section that lists each question item or reply, the number of replies, the z-score, and the ccnfidence level. The third, a Non-Returning Students Questionnaire, was sent to 634 students to ascertain why they did not return for the winter quarter. A summary of the results, the questionnaire itself, and charts provide the z-score and the confidence level, both as to individual data and group data. (DB)

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ED 077500

April 16, 1973

TO: All Faculty

FROM: Rita G. Pickering
Institutional Research and Development Officer

TOPIC: Graduate Questionnaire

During the spring of 1971, a group of Arapahoe Community College staff (including faculty and administrators) formulated a questionnaire to be sent to all those who had graduated from ACC at that time. Because of a multitude of address changes, many of the earlier graduates were not contacted, and, therefore, the results are not a valid as those of the later years.

A summary of the total responses is provided which includes summaries of all the open-ended questions. Summaries of each individual year are also provided, but only the multiple-choice questions are considered.

The responses to each open-ended question have been categorized as much as possible, and the categories arranged according to significance - highest significance first. Beside each category is an indication as to whether the number of responses within the category was significantly high (Sig High), significantly low (Sig Low), or within the realm of chance (-) as compared to the total number of responses to that question.

In many cases, sub-categories are listed, also arranged according to significance. In such instances, the indication of significance refers to the number of responses in that sub-category as compared with the total number of responses to the entire category.

Remember that a significantly high response indicates that more people responded to that item than would have been expected from chance alone (an item being chosen at random). In such cases, one can feel assured that, out of the total respondents to the questionnaire, it is meaningful that so many chose a particular item. A significantly low response indicates that it is meaningful that so few people chose a particular item. A response of no significance gives no meaningful data as that response could have been acquired by having monkeys pick out responses from a hat.

A copy of the questionnaire is attached. The raw data is also available upon request.

JC 730 138

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SUMMARY OF GRADUATE QUESTIONNAIRE

All results mentioned are those which showed significantly high responses as related to the total number of responses - 308 out of a possible 481. If we were certain that these responses were from a randomized sample, we could feel 95% confident that these responses did not occur from chance alone and that they represent the activities of the entire population of Arapahoe Community College graduates from 1968 to 1971.

1. Most of the graduates had attended another college before entering ACC. They transferred because ACC was closer to home, it was less expensive, they were doing poorly in other course work at other college, and for various miscellaneous reasons, none of which were significantly high in number. A listing of the miscellaneous reasons is on page 13.

2. The graduates felt their grades improved from those earned at another college after they attended ACC.

3. The graduates had an academic goal when they enrolled at ACC which was met and did not change while the student was at ACC or after he left it.

4. A significantly low number of the graduates attended ACC in the summer of 1967. All the other quarters were attended by significantly high numbers of the students.

5. The graduates mostly had a part-time job the full time they attended ACC which was not related to the program in which they were enrolled.

6. The majority of the graduates did not take any developmental courses at ACC.

7. Most did not take any vocational courses at ACC and do not now wish they had. Of the low number that did wish they had taken some vocational courses, secretarial courses were significantly high as the type of course most wanted. A listing of the courses is found on page 15.

8. Parking was rated as acceptable at ACC, while all the following received significantly high numbers rating them as both good and acceptable; acoustics, classroom's freedom from outside noises, heat, library materials, lighting, size of classrooms, and ventilation.

9. Of all the courses mentioned as most valuable to the students in helping them toward their goal, no particular area was significantly high in the number of times being mentioned. A listing of the responses in order of significance is found on page 17.

10. Of all the courses mentioned which were least helpful to the students in helping them toward their goals, none were signi-

ficantly high in number. A listing of the responses in order of significance is found on page 21.

11. Of all the aspects of ACC mentioned which the students felt were the most beneficial, physical and personal were significantly high in number. Of the physical aspects mentioned, size was significantly high in number. A listing of all the responses in order of significance is found on page 25.

12. Of all the ways the students listed in which ACC could have been more helpful, none were significantly high in the number of responses. A listing of the responses in order of significance is found on page 27.

13. A significantly high number of the graduates have attended another college after leaving ACC.

14. Most felt they had been adequately prepared at ACC for the course of study in the four-year school. Of those not prepared, no reason given was significantly high in number. A listing of those reasons is found on page 29.

15. Those who didn't transfer after attending ACC, did not because of lack of financial resources, other miscellaneous reasons, they were happy in their present position, they were not accepted in the institution chosen, or they were drafted or enlisted in the service. Of the miscellaneous reasons given, no reason was significantly high in number. A listing of those reasons is found on page 31.

16. Those who did transfer felt they did not lose any credit for courses they had expected to transfer. Those who did lose credit gave no significantly high reason or course that didn't transfer. A listing of such is found on page 33.

17. The grades of those transferring stayed about the same as they were as ACC.

18. The majority of the transfers are presently working on a bachelor's degree.

19. Those who attended and withdrew from a four-year college did so because of financial reasons and other miscellaneous reasons. Of the miscellaneous reasons, none were significantly high in number. A listing of those reasons is found on page 35.

20. Of all the present occupations of the graduates, none were significantly high in number. A listing of the occupations in order of significance is found on page 37.

21. Often the graduates understand their own behavior and vote. Often and occasionally were both highly rated as when the graduates analyze an argument, engage in a hobby, understand the behavior of others, watch news programs, and groove on a sunset. Occasionally the graduates participate in a sport,

participate in informal debates, read the editorial pages, research an unclear statement, and watch educational channel on T.V. Never do the graduates write to the editor.

Of all the comments volunteered by the students, none were significantly high in number. A listing of the comments in order of significance is found on page 41.

It is interesting to note, that, although most of ACC's graduates had been transfers, significantly high numbers attended ACC for six, seven, and more than nine quarters (in order of highest level of significance first).

GRADUATES OF 1968

All results mentioned are those which showed significantly high responses as related to the total number of responses for this year - 33. Conclusive results cannot be determined from this return since it is below the 95% level of confidence.

1. There was no significantly high response as to whether or not the students had attended another college before attending Arapahoe Community College, but of those who had done so, a significantly high number came to ACC because they were doing poorly in their course work at the other college.

2. Of those who came to Arapahoe Community College after attending another college, a significantly high number said that their grades improved at ACC.

3. Most of the students had a goal when they enrolled at ACC. It was in the academic area and it was met without being changed either while attending ACC or after having left.

4. Significantly high numbers of these students attended during the fall of 1966, all four quarters of 1967, and winter and spring of 1968.

5. A significantly high number of the students had a part-time job while attending ACC. No significant replies were recorded as to whether or not it related to the program in which the student was enrolled or as to how long the student had the job.

6. A significantly high number of the students did not take any developmental courses while at ACC, but of those who did, a significantly high number took the course in English.

7. Most of the students did not take any vocational courses at ACC and do not wish they had. Of those that did take such courses, most took them by choice and are glad they did.

8. Acoustics, lighting, and size of classrooms were all rated as "Good" by the students. Classroom's freedom from outside noises and library materials were rated as acceptable. Heat and ventilation received significantly high responses of both "Good" and "Acceptable." Parking received no significantly high responses.

13. Most of the students had attended another college since leaving ACC. Those who had not either planned to continue their college work at some future date or were undecided.

14. A significantly high number of those who had transferred felt they were adequately prepared at ACC for their course of study in the four-year school.

15. Of those who had not transferred to a four-year school, high

numbers gave the reasons of being happy in their present position and other miscellaneous reasons.

16. A significantly low number of the students who transferred felt they had lost credit for some courses they had expected to transfer.

17. Of those who transferred to another school after graduating from ACC, most stated that their grades stayed about the same.

18. Most of those who attended a four-year college presently possess a bachelor's degree.

19. No significantly high responses were recorded as to why some of the students withdrew from a four-year college after having attended for a time. A significantly low number said they withdrew because of difficulty in adjusting to campus life.

21. The students said that often they analyze an argument, engage in a hobby, understand the behavior of others, understand their own behavior, vote, and watch news programs. Occasionally they groove on a sunset, participate in informal debates, read the editorial pages, and research an unclear statement. They never write to the editor. A significantly high number of replies were recorded for how often they participate in a sport or watch educational channel on T.V.

Significantly high numbers of the students attended ACC for six quarters or, to a lesser extent, for three quarters.

GRADUATES OF 1969

All results mentioned are those which showed significantly high responses as related to the total number of responses for this year - 37. Conclusive results cannot be determined from this return since it is below the 95% level of confidence.

1. No significantly high response was recorded for the question of whether or not the student had attended another college before attending ACC. Of those who had, significantly high numbers, in order of the significance, did so because they were doing poorly in their course work at the other college, ACC was less expensive, and ACC was closer to home.

2. Of those who came to ACC after attending another college, most felt their grades improved.

3. Most of the students had a goal when they enrolled at ACC. It was an academic goal which they met and it did not change while they were at ACC. No significantly high response was recorded as to whether or not the goal changed after they left ACC.

4. Significantly high numbers of these students attended ACC during the fall of 1966, winter, spring, and fall of 1967, winter, spring, summer, and fall of 1968, and winter, spring, and summer of 1969.

5. High numbers of the students had a job during the quarters they attended ACC. It was a part-time job not related to the program in which the student was enrolled. No significantly high reply was recorded for how long the student had the job.

6. A significantly high number of the students did not take any developmental courses while at ACC.

7. No significantly high reply was recorded for whether or not the students took any vocational courses at ACC. Of those that did, they took the courses by choice and were glad they did. Of those that didn't, they do not wish they had taken any.

8. Acoustics and classroom's freedom from outside noises were rated as "Good" by these students. Heat and lighting were rated as both "Good" and "Acceptable." Size of classrooms and ventilation were rated as "Acceptable." Library materials were rated as "Poor." Parking had no significantly high response for any of the ratings.

13. Most of the graduates have attended another college since leaving ACC. Of those that didn't, most are undecided or definitely plan to continue their college work at some future date.

14. Of those that transferred, most felt they were adequately prepared at ACC for their course of study in a four-year school.

15. No significantly high response was recorded for the reason that those who had not transferred to a four-year school had decided not to.

16. Of those that did transfer, most felt they did not lose credit for any courses that they had expected to transfer.

17. Of those that did transfer, most reported that their grades stayed about the same as they were at ACC.

18. Of those that attended a four-year college, most presently possess a bachelor's degree.

19. Of those that attended and withdrew from a four-year college after graduating from ACC, the reasons given for withdrawing were miscellaneous which are summarized in the summary report.

21. Often the students analyze an argument, engage in a hobby, understand the behavior of others, and understand their own behavior. Occasionally they participate in a sport, participate in informal debates, and research an unclear statement. Never do they write to the editor. No significantly high response was recorded for the activities of grooving on a sunset, reading the editorial pages, voting, watching educational channel on T.V., or watching news programs.

A significantly high number of the students attended ACC for six quarters.

GRADUATES OF 1970

All results mentioned are those which showed significantly high responses as related to the total number of responses for this year - 84. If we were certain that these responses were from a randomized sample, we could feel 99% confident that these responses did not occur from chance alone and that they represent the activities of the entire population of graduates of 1970.

1. No significantly high number was recorded for whether or not the students had attended another college before attending ACC. Of those that did, their reasons for transferring to ACC were, in order of significance, it was closer to home, it was less expensive, they were doing poorly in their course work at the other college, and other reasons which are shown in the summary report.

2. No significantly high response was recorded for how the grades of the students were affected after transferring to ACC.

3. A significantly high number of the students had a goal when they enrolled at ACC. The goal was academic, it was met, and it did not change while the student was at ACC or after the student left.

4. Significantly high numbers of the students attended ACC during the winter, spring, and fall of 1967; the winter, spring, and fall of 1968; the winter, spring, summer, and fall of 1969; and the winter and spring of 1970.

5. Most of the students had a job during the quarters they attended ACC. It was a part-time job which was not related to the program in which the student was enrolled, and the student maintained the job the full time he was at ACC.

6. Most of the students did not take any developmental courses while at ACC.

7. Most of the students did not take any vocational courses at ACC, nor do they wish they had.

8. Acoustics, heat, library materials, lighting, and size of classrooms were rated both "Good" and "Acceptable" by the students. Classroom's freedom from outside noises, parking, and ventilation were rated as being "Acceptable."

13. Most of the students have attended another college since leaving ACC.

14. Of the students who had transferred, most felt they were adequately prepared at ACC for their course of study in the four-year school.

15. Of those who had not transferred to a four-year school, the reason most given for not doing so was lack of financial resources.

16. Those that transferred felt they did not lose credit for any courses they had expected to transfer.

17. Of those that transferred, most felt their grades stayed about the same as they were at ACC.

18. Of those who had attended a four-year college after leaving ACC, most are presently working on their bachelor's degree.

19. Of those who attended and withdrew from a four-year college after graduating from ACC, the reason most given was for lack of financial resources.

21. The students often analyze an argument, engage in a hobby, understand their own behavior, and vote. Both often and occasionally were significantly high in responses for understanding the behavior of others. Occasionally the students groove on a sunset, participate in a sport, participate in informal debates, read the editorial pages, research an unclear statement, watch educational channel on T.V., and watch news programs. Never do the students write to the editor.

In order of significance, significantly high numbers of the students attended ACC for six quarters, more than nine quarters, or seven quarters.

GRADUATES OF 1971

All results mentioned are those which showed significantly high responses as related to the total number of responses for this year - 154. If we were certain that these responses were from a randomized sample, we could feel 95% confident that these responses did not occur from chance alone and that they represent the activities of the entire population of graduates of 1971.

1. No significantly high response was recorded for whether or not the students attended another college before attending ACC. Of those that did, the significant reasons given for transferring to ACC were miscellaneous ones which are summarized in the summary report, and that it was closer to home.

2. Of those that did come to ACC after having attended another college, most felt their grades improved at ACC.

3. A significantly high number of the students had a goal when they enrolled at ACC. The goal was academic; the student met the goal; and it did not change either while the student was at ACC or after he left.

4. Significantly high numbers of the students attended ACC during the winter, spring, and fall or 1968; winter, spring, summer, and fall of 1969; winter, spring, summer, and fall of 1970; and winter, spring, summer, and fall of 1971.

5. Significantly high numbers of the students had a part-time job during the time they attended ACC which did not relate to the program in which they were enrolled. No significantly high response was recorded as to how long they had the job.

6. A significantly high number of the students did not take any developmental course while at ACC.

7. Most of the students did not take any vocational courses at ACC and do not wish they had.

8. The students rated as both "Good" and "Acceptable" the acoustics, heat, library materials, lighting, and size of classrooms. They rated as "Acceptable" the classroom's freedom from outside noises, parking, and ventilation.

13. A significantly high number of the students have attended a college since attending ACC. Of those that haven't, most plan to at some future date.

14. Of those students that transferred after attending ACC, most felt they were adequately prepared at ACC for their course of study in the four-year school.

15. Of those students who have not transferred to a four-year school, the reasons most given were miscellaneous ones which are summarized in the summary report, lack of financial re-

sources, and they were happy in their present positions.

16. Of the students who transferred after leaving ACC, most felt they did not lose credit for any courses they had expected to transfer.

17. Those that transferred after attending ACC reported that their grades stayed about the same at the new school as they were at ACC.

18. Of those who attended a four-year school after attending ACC, most are presently working on their bachelor's degree.

19. Of those who attended and withdrew from a four-year college after attending ACC, most did so because of lack of financial resources.

21. Often the students understand their own behavior and vote. High numbers of the students gave ratings of both occasionally and often for when they analyze an argument, engage in a hobby, understand the behavior of others, and watch news programs. Occasionally the students groove on a sunset, participate in a sport, participate in informal debates, read the editorial pages, research an unclear statement, and watch educational channel on T.V. Never do the students write to the editor.

In order of significance, significantly high numbers of the students attended ACC for six quarters, seven quarters, or eight quarters.

1.A.(1)e. Other Reasons for Transferring to Arapahoe Community College

1.	Large time span between colleges	Sig Low
2.	Closer to home/work	Sig Low
3.	Courses offered	Sig Low
	Offered courses needed	-
	Nursing program	-
	Law Enforcement program	Sig Low
4.	Flunked out elsewhere	Sig Low
5.	Applied too late elsewhere	Sig Low
6.	Class hours	Sig Low
7.	Encouraged by instructor	Sig Low
8.	Given aid	Sig Low
9.	Less expensive	Sig Low
10.	Liked size	Sig Low

7.B.(1)a. Vocational Courses Which the Students Wish They Had Taken

1.	Secretarial	Sig High
	Typing	-
	Shorthand	Sig Low
	Bookkeeping	Sig Low
	Secretarial Courses	Sig Low
	Business Machines	Sig Low
2.	Business	-
	Marketing	-
	Business	Sig Low
	Accounting	Sig Low
	Fashion	Sig Low
	Business Law	Sig Low
	Economics	Sig Low
3.	Trade	Sig Low
	Industrial Education	-
	Carpentry	-
	Data Processing	-
4.	Medical	Sig Low
	Clinical Recorder	-
	Lab Technician	-
	Nursing	-
5.	Interest	Sig Low
	Art	-
	Speed Reading	-

9. The Courses That the Students Took Which They Feel Were the Most Valuable in Helping Them Toward Their Goal

1.	Social Science	Sig Low
	Psychology	Sig Low
	Sociology	Sig Low
	Anthropology	Sig Low
	Philosophy	Sig Low
	Human Growth & Development	Sig Low
	Social Sciences	Sig Low
	Introduction to Psychology	Sig Low
	Religious Perspective	Sig Low
	American Woman	Sig Low
	Anthropology I	Sig Low
	Courtship & Marriage	Sig Low
	Ethnology	Sig Low
	International Politics	Sig Low
	Personality Adjustment	Sig Low
	Psychology I & II	Sig Low
	Psychology 201, 202	Sig Low
	Social Ethics	Sig Low
2.	Communications	Sig Low
	English	-
	Speech	Sig Low
	Applied Imagination	Sig Low
	British Literature	Sig Low
	Communications	Sig Low
	Literature	Sig Low
	Spanish	Sig Low
	Speech 101	Sig Low
	Advanced Composition	Sig Low
	American Literature	Sig Low
	American Literature II	Sig Low
	British Literature II	Sig Low
	Creative Writing	Sig Low
	English 101, 105, 106	Sig Low
	Foreign Languages	Sig Low
	French	Sig Low
	Speech 101 & 102	Sig Low
	Teaching Children Creative Writing	Sig Low
	Writing	Sig Low
3.	Business	Sig Low
	Marketing	Sig Low
	Accounting	Sig Low
	Business	Sig Low
	Economics	Sig Low
	Salesmanship	Sig Low
	Management	Sig Low
	Business Law	Sig Low
	Fashion	Sig Low
	Finance	Sig Low

9. (continued)

Accounting 1, 2, 3	Sig Low
Accounting 170, 171, 172	Sig Low
Administration Courses	Sig Low
Advertising	Sig Low
Business 141	Sig Low
Business 160	Sig Low
Business Administration	Sig Low
Business Introduction	Sig Low
Calculators	Sig Low
Economics 201, 202, 203	Sig Low
Marketing 202	Sig Low
Marketing Management	Sig Low
Merchandise Seminar	Sig Low
Money & Banking	Sig Low
Retailing	Sig Low
4. History	Sig Low
History	-
Western Civilization	Sig Low
American History	Sig Low
Colorado History	Sig Low
Government	Sig Low
History 251, 252, 253	Sig Low
Minority History	Sig Low
Modern World	Sig Low
Social Studies	Sig Low
5. Science	Sig Low
Biology	-
Chemistry	Sig Low
Sciences	Sig Low
Zoology	Sig Low
Biology 262, 263	Sig Low
Botany	Sig Low
Chemistry 104-106	Sig Low
Man in Nature	Sig Low
Microbiology	Sig Low
6. Math	Sig Low
Math	Sig High
Physics	Sig Low
Logic	Sig Low
Calculus	Sig Low
Computer I, II, III	Sig Low
Data Processing	Sig Low
Math 130	Sig Low
Trig	Sig Low
7. Health	Sig Low
Nursing	-
Anatomy & Physiology	Sig Low
Medical Assistant	Sig Low
Medical Health Occupations	Sig Low
Health	Sig Low

9. (continued)

Medical Assistant I, II, III	Sig Low
Medical Lab Technician	Sig Low
Medical Technician	Sig Low
Medical Terminology	Sig Low
Nurses Aid Program	Sig Low
Nutrition	Sig Low
8. Fine Arts	Sig Low
Art	Sig High
Art	-
Art Appreciation	Sig Low
Art History	Sig Low
Drawing	Sig Low
Painting	Sig Low
Art in Elementary School	Sig Low
Drawing I, II, III	Sig Low
Music	Sig Low
Music	-
Music Appreciation	Sig Low
Drama	Sig Low
Humanities	Sig Low
9. Trades	Sig Low
Law Enforcement	Sig Low
Vocational Classes	Sig Low
Drafting	Sig Low
Electronics Technician	Sig Low
Mechanic	Sig Low
Carpentry	Sig Low
Engineering	Sig Low
Industrial Technician	Sig Low
Mechanical Drawing	Sig Low
Police Administration	Sig Low
Police Science	Sig Low
Technical Courses	Sig Low
10. All	Sig Low
11. Miscellaneous	Sig Low
Liberal Arts	Sig Low
Tutorial	Sig Low
Classes in Major	Sig Low
Mandatory Classes	Sig Low
Student Aid to Teacher	Sig Low
Separate Entities	Sig Low
Speed Reading	Sig Low
12. Secretarial	Sig Low
Secretarial Training Classes	-
Typing	-
Filing Management	Sig Low

9. (continued)

13.	None	Sig Low
14.	P.E.	Sig Low

10. The Courses That the Students Took Which They Feel Were the Least Helpful in Helping Them Toward Their Goal

1. Communications	Sig Low
English	Sig Low
Speech	Sig Low
English Composition	Sig Low
Poetry	Sig Low
English 101, 102, 103	Sig Low
English Literature	Sig Low
Required English	Sig Low
Applied Imagination	Sig Low
English 50	Sig Low
English 152	Sig Low
English Clinic	Sig Low
English under 100	Sig Low
Fiction	Sig Low
Language Clinics	Sig Low
Lower Division English	Sig Low
Vocational English	Sig Low
2. Social Sciences	Sig Low
Sociology	Sig Low
Philosophy	Sig Low
Psychology	Sig Low
Courtship & Marriage	Sig Low
Social Science	Sig Low
American Woman	Sig Low
Child Psychology	Sig Low
Form Relation	Sig Low
Home & Family Sociology Courses	Sig Low
International Relations	Sig Low
Introduction to Philosophy	Sig Low
Personality Development	Sig Low
Philosophy 121	Sig Low
Psychology 201	Sig Low
3. Fine Arts	Sig Low
Art	-
Art	-
Art Appreciation	Sig Low
Art History	Sig Low
Drawing	Sig Low
Painting	Sig Low
Music	Sig Low
Music	-
Music Appreciation	-
Choral Music	Sig Low
Humanities	Sig Low
Drama	Sig Low
4. History	Sig Low
History	-
Western Civilization	Sig Low

10. (continued)

American History	Sig Low
Political Science	Sig Low
American Government	Sig Low
Black History	Sig Low
Comparative Government	Sig Low
World History	Sig Low
5. None	Sig Low
6. Science	Sig Low
Biology	-
Sciences	Sig Low
Chemistry	Sig Low
Botany	Sig Low
Chemistry 101	Sig Low
Earth Science	Sig Low
Physical Science	Sig Low
Pop & Comm Biology	Sig Low
Required Science	Sig Low
7. Business	Sig Low
Marketing	Sig Low
Economics	Sig Low
Accounting	Sig Low
Business Law	Sig Low
Introduction to Business	Sig Low
Personnel Management	Sig Low
Advertising	Sig Low
Business	Sig Low
Business Organization	Sig Low
Management	Sig Low
Merchandise Seminars	Sig Low
Money & Banking	Sig Low
Office Management	Sig Low
8. Miscellaneous	Sig Low
Tutorial	Sig Low
050 Courses	Sig Low
General Education Courses	Sig Low
Corrections	Sig Low
Electives	Sig Low
Introduction Courses	Sig Low
9. Math	Sig Low
Logic	-
Math	-
Algebra	Sig Low
Computer	Sig Low
Math Clinic	Sig Low
Physics	Sig Low

10. (continued)

10.	P.E.	Sig Low
	P.E.	Sig High
	Bowling	Sig Low
	Swimming	Sig Low
	Volley Ball	Sig Low
11.	Trades	Sig Low
	Data Processing	-
	Law Enforcement	Sig Low
	Police Science	Sig Low
	Statics	Sig Low
12.	Secretarial Classes	Sig Low
	Adding Machines	-
	Office Procedures	-
	Secretarial Classes	-
	Typing	-
13.	?	Sig Low
14.	Health	Sig Low
	Health Sciences	-
	Nursing	-
	Nutrition	-
15.	All	Sig Low
16.	Most	Sig Low

11. The Aspects Which the Students Feel Were the Most Beneficial

1. Physical	Sig High
Size	Sig High
Location	Sig Low
Library	Sig Low
Audio-visual labs	Sig Low
Coffee House Meeting Place	Sig Low
Equipment Available	Sig Low
Good Facility	Sig Low
Lounge Area	Sig Low
Student Center	Sig Low
2. Personal	Sig High
Student/Faculty Relations	Sig Low
Helpful Teacher Attitude	Sig Low
Personal Attention	Sig Low
Friendliness	Sig Low
Atmosphere	Sig Low
Sincerity	Sig Low
3. Personnel	Sig Low
Instructors	Sig High
Counselors	Sig Low
Students	Sig Low
Total Staff	Sig Low
Nursing Staff	Sig Low
4. Policies	Sig Low
Tuition	Sig High
Advisory Program	Sig Low
Open Door Policy	Sig Low
Class Scheduling	Sig Low
Ease of Enrollment	Sig Low
Freedom Given Student	Sig Low
Instructor's Academic Freedom	Sig Low
Not Business Oriented	Sig Low
Quarter System	Sig Low
Requirement Flexibility	Sig Low
Teacher Aide Program	Sig Low
Transferable Credits	Sig Low
5. Courses	Sig Low
Programs offered	-
Math Clinic	Sig Low
Anthropology	Sig Low
Anthropology Trips	Sig Low
Art History	Sig Low
Biology	Sig Low
Business Courses	Sig Low
Discussion Groups	Sig Low
Evening Classes	Sig Low
General Study	Sig Low
Logic	Sig Low

11. (continued)

6.	Function	Sig Low
	Good Education	-
	Transition to 4-year College	Sig Low
	Getting the Degree	Sig Low
	Learned How to Take Notes	Sig Low
7.	Organizations	Sig Low
	Art Department	Sig Low
	History Club	Sig Low
	Drama Club	Sig Low
	English Department	Sig Low
	History Club	Sig Low
	History Department	Sig Low
	Phi Theta Kappa	Sig Low
8.	Method	Sig Low
	Teaching Method	-
	Fair Grading	Sig Low
	Lack of Radicalism	Sig Low
	Practical Exercises in Vocation	Sig Low
	Slow Pace	Sig Low
	Team Teaching	Sig Low
9.	Individuals	Sig Low
10.	All	Sig Low
11.	?	Sig Low

12. Ways in Which Students Feel Arapahoe Community College Could Have Been More Helpful

1.	Policies	Sig Low
	More Variety of Classes	Sig Low
	Be a 4-year College	Sig Low
	Better Course Scheduling	Sig Low
	Registration Process Poor	Sig Low
	More Transferable Courses	Sig Low
	More Night Classes	Sig Low
	Bookstore a Racket	Sig Low
	Improve Transferability of Courses	Sig Low
	Employment Placement	Sig Low
	More Flexibility in Course Selection	Sig Low
	Financial Aid	Sig Low
	Graduation Requirements Clearer	Sig Low
	Less Liberal Admissions Policies	Sig Low
	More Emphasis on Effort	Sig Low
	More Morning Classes	Sig Low
	More Student Participation in Governing	Sig Low
	Sponsorship of Tutoring	Sig Low
2.	Personnel	Sig Low
	More/Better Advisory Help	Sig High
	Better Staff	Sig Low
	Student Service Office a Hangup	Sig Low
	Better Biology Teacher	Sig Low
	Individual	Sig Low
	More of a Mixed Population	Sig Low
	Tutors	Sig Low
3.	None	Sig Low
4.	Courses	Sig Low
	More Business Courses	Sig Low
	Education Classes	Sig Low
	More Science Courses	Sig Low
	Offer Home Ec Courses	Sig Low
	More Advanced Subjects	Sig Low
	Vocational Training	Sig Low
	Athletics	Sig Low
	Better Accounting Course	Sig Low
	Location	Sig Low
	Field Studies Program	Sig Low
	Keeping the Tutorial Program	Sig Low
	More Accounting Courses	Sig Low
	More Advanced Courses	Sig Low
	More Agriculture Courses	Sig Low
	More Applied Sciences Courses	Sig Low
	More Biology Classes	Sig Low
	More Clinical Work	Sig Low
	More Content in Biology	Sig Low
	More Course Integration	Sig Low
	More Depth of Information Received	Sig Low

12. (continued)

More Development of Police Science Program	Sig Low
More Independent Study	Sig Low
More Interesting Courses of Less Than 100	Sig Low
More Nursing Courses	Sig Low
More Philosophy Courses	Sig Low
More Psychology Courses	Sig Low
More Technical Courses	Sig Low
5. Facilities	Sig Low
Improved Facilities	-
Better Art Facilities	Sig Low
Better Equipment & Materials	Sig Low
Better Parking	Sig Low
Cafeteria	Sig Low
Campus Housing	Sig Low
Larger History Department	Sig Low
Larger Political Science Department	Sig Low
Location	Sig Low
Take Out "Jute Box"	Sig Low
6. Method	Sig Low
Course Work Too Easy	-
Better Math Training in Industrial Technology	Sig Low
Less Structure	Sig Low
Medical Assistant & RN Better Run	Sig Low
More Encouraging Art Classes	Sig Low
More Preparation for Life	Sig Low
More Study Aid Help	Sig Low
P.E. Improved	Sig Low
7. Personal	Sig Low
Administration Help Students	-
Communication	Sig Low
More Competitive Atmosphere	Sig Low
More Concern for Students by Instructors	Sig Low
8. ?	Sig Low
8, More Outside Activities	Sig Low

14. Reasons Why Some Students Felt Inadequately Prepared for Course of Study in a Four-Year School

1.	Course	-
	Biology	Sig Low
	Few Classes in Major	Sig Low
	Art Program Limited	Sig Low
	IT Program Poor	Sig Low
	Literature	Sig Low
	Math (IT)	Sig Low
	Needed More Science	Sig Low
	No Home Ec	Sig Low
	Not Enough Accounting	Sig Low
	Not Enough Emphasis on Writing	Sig Low
	Not Enough Theory at ACC	Sig Low
	Poor Art Department	Sig Low
	Tech Science Courses Lacked Detail & Application	Sig Low
2.	Policy	Sig Low
	Classes Easier at ACC	-
	Lack of Electives	Sig Low
	Not Enough Depth at ACC	Sig Low
	Right Courses Not Required	Sig Low
3.	Personal	Sig Low
	Changed Major	-
	Adjustment to Big School	Sig Low
	Another School's Fault	Sig Low
	Lack of Personal Application	Sig Low
	Pace at 4-year Too Fast	Sig Low
4.	Personnel	Sig Low
	Poor Counseling	-
	Poor Staff	-
5.	?	Sig Low
6.	Equipment Inadequate	Sig Low

15.G. Other Reasons Why Graduates Did Not Transfer to Four-Year School

1.	Other Influence	-
	Marriage	Sig Low
	Job Too Demanding	Sig Low
	No Money	Sig Low
	Can't Get In Program	Sig Low
	Job Change	Sig Low
	Moved	Sig Low
	None Nearby for Major	Sig Low
	Pregnant	Sig Low
	Waiting Draft	Sig Low
2.	Goals	-
	Inconvenient	Sig Low
	Major Undecided	Sig Low
	Attended Vocational School	Sig Low
	See No Need	Sig Low
	Still Attending ACC	Sig Low
	Taking Only Hours Required for Mainiaining Teaching Certificate	Sig Low
	Unsure of Job Demand	Sig Low
	Want to Work Awhile	Sig Low
3.	Miscellaneous	Sig Low
	Will Attend in Future	-
	Didn't Like Treatment at 4-year School	-

16.A. Why and Which Courses Did Not Transfer in Some Cases

1.	Specific	-
	Tutorial	Sig Low
	Biology	Sig Low
	Law Enforcement	Sig Low
	Math 100	Sig Low
	Some Business Courses	Sig Low
	Basic Drawing Courses	Sig Low
	Biology 103	Sig Low
	Business Law 201, 202	Sig Low
	Data Processing	Sig Low
	Drama	Sig Low
	Earth Science	Sig Low
	English 104	Sig Low
	European Literature	Sig Low
	IT Courses	Sig Low
	Marketing	Sig Low
	Math	Sig Low
	Math 130	Sig Low
	Medical Technician Classes	Sig Low
	Nursing Courses	Sig Low
	P.E.	Sig Low
	Some Literature Courses	Sig Low
	Vocational Education English	Sig Low
2.	General	-
	D & F Grades	-
	Below 100 Courses	Sig Low
	Over 90 Hours	Sig Low
	Over 93 Hours	Sig Low
	Courses in Which ACC Required More Hours	Sig Low
	Electives	Sig Low
	Over 6 Quarters	Sig Low
	Those Not Applying Toward Major	Sig Low
3.	Don't Know	Sig Low
4.	Many	Sig Low
5.	None	Sig Low

19.E. Reasons for Withdrawing from a Four-Year College After ACC

1. Other Influence	-
Military	-
Job	Sig Low
Marriage	Sig Low
On-Job Training	Sig Low
2. Personal	-
Personal Problems	Sig Low
Staff	Sig Low
Unsure of Goals	Sig Low
Child Care Problems	Sig Low
Didn't Like Requirements	Sig Low
Didn't Like the School	Sig Low
Financial Problems	Sig Low
Not Convinced of Need for Degree	Sig Low

20. The Present Occupation of the Graduates of Arapahoe Community College

1.	Student	Sig Low
2.	Trade	Sig Low
	Police Officer	Sig Low
	Carpenter	Sig Low
	Waiter/Waitress	Sig Low
	Construction	Sig Low
	Janitor	Sig Low
	Law Enforcement	Sig Low
	Auto Mechanic	Sig Low
	Factory Worker	Sig Low
	Laborer	Sig Low
	Machinist	Sig Low
	Orderly	Sig Low
	Surveying	Sig Low
	Truck Driver	Sig Low
	Airline Mechanic	Sig Low
	Carpet Work	Sig Low
	Cement Products Maker	Sig Low
	Delivery Man	Sig Low
	Door Assembler	Sig Low
	Driller	Sig Low
	Driver	Sig Low
	Fireman	Sig Low
	Glazer	Sig Low
	Grocery Clerk	Sig Low
	Horse Trainer	Sig Low
	Industrial Trader	Sig Low
	Installer	Sig Low
	Lifeguard	Sig Low
	Lumberyard Asst Manager	Sig Low
	Machine Trainer	Sig Low
	Meat Cutter	Sig Low
	Metal Fabricator Foreman	Sig Low
	Nurseryman	Sig Low
	Photographer	Sig Low
	Police Chief	Sig Low
	Police Dispatcher	Sig Low
	Postal Employee	Sig Low
	Produce Journeyman	Sig Low
	Proofer on CRT Screen at Mtn Bell	Sig Low
	Proof Operator	Sig Low
	Stockman	Sig Low
3.	Business	Sig Low
	Secretary	Sig Low
	Salesman	Sig Low
	Bookkeeper	Sig Low
	Checker	Sig Low
	Payroll Clerk	Sig Low

20. (continued)

Sales Clerk	Sig Low
Teller	Sig Low
Accounting Clerk	Sig Low
Accounts Payable & Inventory Controller	Sig Low
Advertising Representative	Sig Low
Airline Agent	Sig Low
Assistant Selling Manager	Sig Low
Attorney's Aid	Sig Low
Branch Manager	Sig Low
Clerk	Sig Low
Credit	Sig Low
Credit Office Worker	Sig Low
Delicatessen Clerk	Sig Low
Disposal Service Owner	Sig Low
Eligibility Technician	Sig Low
Finance	Sig Low
General Manager	Sig Low
Inventory Control & City Sales	Sig Low
Land Development	Sig Low
Manager Shoe Department Chainstore	Sig Low
Martin Planner	Sig Low
Model	Sig Low
PBX Operator	Sig Low
Rater-Coder for Insurance Company	Sig Low
Receptionist	Sig Low
Restaurant Manager	Sig Low
Retailing	Sig Low
Retail Store Manager	Sig Low
Telephone Clerk	Sig Low
Work-Study Accountant	Sig Low
4. <u>Professional</u>	Sig Low
Elementary Teacher	Sig Low
Substitute Teacher	Sig Low
Accountant	Sig Low
Engineer	Sig Low
Teacher	Sig Low
Architectural Designer	Sig Low
Assistant to President of Company	Sig Low
Assistant Veep of Bank	Sig Low
Athletic Coach	Sig Low
Camp Fire Girls Director	Sig Low
Chemist	Sig Low
Community College Teacher	Sig Low
Detention Counselor	Sig Low
Employment Officer Trainee	Sig Low
Engineering Associate	Sig Low
English Teacher	Sig Low
Geophysical Engineer	Sig Low
Instructor-Technician	Sig Low
Internal Federal Revenue Agent	Sig Low
Jr. High Teacher	Sig Low
Librarian Assistant	Sig Low
Library Employee	Sig Low

20. (continued)

Management Trainee	Sig Low
Mechanical Designer	Sig Low
Physical Science Technician	Sig Low
Physicist	Sig Low
Public Relations	Sig Low
Religion Teacher	Sig Low
Social Welfare Worker	Sig Low
Special Agent, U.S. Treasury	Sig Low
Sr. Systems Safety Specialist	Sig Low
Statistician	Sig Low
Tax Form Preparer	Sig Low
Teacher-Coordinator	Sig Low
Teacher Corps	Sig Low
Tutor	Sig Low
Vocational Education Teacher	Sig Low
Vocational Teacher Coordinator	Sig Low
Water Safety Instructor	Sig Low
5. Health	Sig Low
Nurse	-
Medical Lab Technician	Sig Low
Aide at Hospital	Sig Low
Cytotechnologist	Sig Low
Dental Assistant	Sig Low
Dietetic Intern	Sig Low
Doctor's Helper	Sig Low
Lab Tech - Microbiology	Sig Low
Medical Assistant	Sig Low
Psychiatric Nurse	Sig Low
6. Housewife	Sig Low
7. Unemployed	Sig Low
8. Military	Sig Low
9. Miscellaneous	Sig Low
Airline Work	-
Denver Park Worker	-
Public Service Company	-
Self-Employed	-
10. Part-time Work	Sig Low

COMMENTS

1.	Miscellaneous	-
	Praise	Sig High
	Thanks for Interest	Sig Low
	Average	Sig Low
	Get More Money	Sig Low
	Has Potential to be Great College	Sig Low
	Still Attending	Sig Low
	Want a Newsletter	Sig Low
2.	Personnel	Sig Low
	Great Faculty	Sig Low
	Helpful Instructors	Sig Low
	Liked Particular Teachers	Sig Low
	Criticism of Administration	Sig Low
	Need Better Instructors	Sig Low
	Counselors Good	Sig Low
	Dislike of Certain Instructors	Sig Low
	Nursing Staff Good	Sig Low
	Admissions Office Helpful	Sig Low
	Get a New Computer Science Teacher	Sig Low
	More Rapport Between Faculty	Sig Low
	More Rapport Between Faculty & Administration	Sig Low
	Need More Friendly Feeling From Administration	Sig Low
	Poor Student Services Affairs	Sig Low
	Too Many Internal Conflicts	Sig Low
3.	Facilities	Sig Low
	Stay Small	-
	Better Facilities Needed	Sig Low
	Better Traffic Circulation	Sig Low
	Disappointed in Lag of Building	Sig Low
	Good Library	Sig Low
	Need More Parking Space	Sig Low
	Should Have Dorms & Married Housing	Sig Low
4.	Policy	Sig Low
	Gave Me a Second Chance	-
	Should be a 4-year School	Sig Low
	Credits Should be More Readily Transferred	Sig Low
	Class Attendance Should be Enforced	Sig Low
	Continue Innovation & Creative Education	Sig Low
	Credits Transferred	Sig Low
	Don't Cut Funds for D.E.C.A.	Sig Low
	Like the Graduation Ceremony	Sig Low
	Tighten Admissions	Sig Low
5.	Quality	Sig Low
	Better Counseling Needed	Sig Low
	Feel Well Prepared for Upper-Division Work	Sig Low
	Vocational Training Good	Sig Low
	Good for Advancement in Job	Sig Low
	Need Better Career Counseling	Sig Low
	Not Adequately Prepared for 4-year School	Sig Low

COMMENTS (continued)

	Not Thought Provoking	Sig Low
	Poor Advising Program	Sig Low
6.	Method	Sig Low
	More Difficulty in Courses	Sig Low
	Enjoyed Competing at Own Level & Speed	Sig Low
	Liked Orientation	Sig Low
	More Perspective in Courses	Sig Low
	More Reading Needed	Sig Low
	Need More Publicity for Older Students	Sig Low
	Need More Research in Education	Sig Low
	Not Enough Discipline in Library	Sig Low
	Paperwork Problems in Attending at Air Force Aca	Sig Low
	Poor Registration Procedure	Sig Low
	Too Much "Bureaucratic" Psychology	Sig Low
	Unclear on Course Requirements	Sig Low
7.	Courses	Sig Low
	More Variety in Courses	-
	Need More P.E. Courses	Sig Low
	Need More Psychology Courses	Sig Low
	Not Enough Job-Related Courses	Sig Low
	Poor Business Courses	Sig Low
	Poor Co-Ordination With Law Enforcement Classes	Sig Low
	Resent Being Put into Tutorial	Sig Low
	Should Have Ecology & Forestry Courses	Sig Low
8.	Activities	Sig Low
	Should Have More Student Activities	-
	More Sports	Sig Low
	Enjoyed Extra-Curricular Activities	Sig Low
	Enjoyed Student Activities	Sig Low
	Need a Class Reunion	Sig Low
	Student Government is a Farce	Sig Low
9.	Programs	Sig Low
	More Vocational Programs	Sig Low
	History, Anthropology, & English Programs Good	Sig Low
	Need On-the-Job Training	Sig Low
	Occupational Trades Misleading	Sig Low
	Police Science Program Too Ridged	Sig Low
	Programs Should Relate to Job Opportunities	Sig Low
	Support IT Courses	Sig Low
10.	Attitudes	Sig Low
	Friendly	-
	Discrimination Against Older Woman	Sig Low
	Enjoyed Lack of Pressure	Sig Low
	Need More Individual Attention	Sig Low
11.	Questionnaire Criticism	Sig Low

ACADEMIC GRADUATE QUESTIONNAIRE

Please check the spaces which apply to you.

1. Did you attend another college before attending ACC?

___A. Yes
(1) Why did you transfer to ACC?
___a. Closer to home
___b. Offered courses I couldn't get at other college
___c. Less expensive
___d. Was doing poorly in my course work at other college
___e. Other _____

___B. No

2. If you came to ACC after attending another college, did your grades:
___A. Improve
___B. Worsen
___C. Stay about the same

3. Did you have a goal when you enrolled at ACC?

___A. Yes
(1) In what area was the goal?
___a. Academic
___b. Occupational
(2) Did you meet the goal?
___a. Yes
___b. No
(3) Did the goal change while you were at ACC?
___a. Yes
___b. No
(4) Did the goal change after you left ACC?
___a. Yes
___b. No

___B. No
(1) Did you identify a goal while at ACC?
___a. Yes
___b. No

(over)

4. What quarters did you attend ACC?

	Winter	Spring	Summer	Fall
1966				
1967				
1968				
1969				
1970				
1971				

5. Did you have a job during the quarters you attended ACC?

___A. Yes
(1) Did it relate to the program in which you were enrolled?
___a. Yes
___b. No
(2) Was it:
___a. Part-time
___b. Full-time
(3) How long did you have the job?
___a. The full time I was at ACC
___b. Only part of the time I was at ACC

___B. No

6. Did you take any developmental courses while at ACC? (numbered under 100 and/or not applicable toward an associate degree, e.g. Math 010 - Math Clinic)

___A. Yes
(1) In what disciplines were they?
___a. Math
___b. English

___B. No

7. Did you take any vocational courses at ACC, e.g. typing, marketing?

___A. Yes
(1) Did you take it (them) by choice?
___a. Yes
___b. No
(2) Do you wish you had not taken it (them)?
___a. Yes
___b. No

___B. No
(1) Do you wish you had taken one (some)?
___a. Yes
Which one(s)?_____
___b. No

7.

8. When you attended ACC, what was your impression of the physical facilities of the college?

	Very Good	Good	Acceptable	Poor	Very Poor
Acoustics (how well you could hear within the classroom)					
Classroom's freedom from outside noises					
Heat					
Library materials					
Lighting					
Parking					
Size of classrooms					
Ventilation					

9. What courses that you took at ACC do you feel were the most valuable in helping you toward your goal?

_____

_____

10. What courses do you feel were least helpful?

_____

_____

11. What do you feel were the most beneficial aspects of ACC?

_____

_____

12. In what ways could ACC have been more helpful to you?

_____

_____

13. Have you attended another college since leaving ACC?

___A. Yes

___B. No

(1) Do you plan to continue your college work at some future date?

___a. Yes

___b. No

___c. Undecided

14. If you transferred, do you feel you were adequately prepared at ACC for your course of study in a four-year school?

___A. Yes

___B. No

(1) Why not?_____

(over)

15. If you have not transferred to a four-year school, why not?
___A. Lack of financial resources
___B. Lack of interest
___C. Happy in present position
___D. Not accepted in institution chosen
___E. Drafted or enlisted
___F. Never intended to transfer
___G. Other (please explain)_____

16. If you did transfer, did you lose credit for any courses you expected to transfer?

___A. Yes
(1) Which courses did not transfer and why?
_____

___B. No

17. If you transferred to another school after graduating from ACC, did your grades -
___A. Improve
___B. Worsen
___C. Stay about the same

18. If you attended a four-year college, are you presently
___A. Working on your bachelor's degree
___B. Possess a bachelor's degree
___C. Working on an advanced degree
___D. Possess an advanced degree
___E. Withdrawn temporarily
___F. Withdrawn permanently

19. If you attended and withdrew from a four-year college after graduating from ACC, what were your main reasons?
___A. Lack of financial resources
___B. Lack of interest
___C. Work too difficult
___D. Difficulty in adjusting to campus life
___E. Other (please explain)_____

20. What is your present occupation?_____

21. How often do you do the following:

		Never	Occasionally	Often
A.	Analyze an argument			
B.	Engage in a hobby			
C.	Groove on a sunset			
D.	Participate in a sport			
E.	Participate in informal debates			
F.	Read the editorial pages			
G.	Research an unclear statement			
H.	Understand the behavior of others			
I.	Understand your behavior			
J.	Vote			
K.	Watch educational channel on T.V.			
L.	Watch news programs (60 Minutes, etc.)			
M.	Write to the editor			

We would appreciate any comments you would like to make:

_____

_____

_____

_____

_____

_____

_____

_____

Name (optional)_____

October 2, 1972

TO: All Faculty

FROM: Rita Pickering
Institutional Research Officer

TOPIC: Evening Students Questionnaire

Attached is a summary of the results of a study conducted in the spring concerning evening students. A return of 339 of the questionnaires out of a possible 573 would make us 95% certain that the results are representative of the whole group if the sample were randomly drawn. However, our sample chose itself which very likely may produce a bias such as: the respondents are possibly more dissatisfied with ACC than the non-respondents. A copy of the original questionnaire is included.

The statistical portion of this report lists:

1. Each question item or reply.

2. The number indicating such a reply.

3. The z-score. The further the score is from "0", the more significant is the number replying to that item. If the z-score is preceded by a "+", then the number of replies is above what would have been expected by chance alone. If the z-score is preceded by a "-", then the number of replies is below what would have been expected by chance alone.

4. The confidence level. An item is considered significant if we can be at least 95% confident that such a response would not have occurred by chance alone.

The responses to open-ended questions are tested according to total replies in each category as opposed to the total replies in the entire item. Similarly, the sub-categories are tested according to the total replies in that sub-category as opposed to the total replies in the entire category.

Example: Page 7. Of all the replies recorded in the COMMENT section, the number of responses concerning "Courses Needed" is significantly high - we are 99% confident that 134 replies would not have been recorded if the number had been determined solely by chance. Of the total responses concerning courses needed (134), the number indicating the specific course of "English" is significantly high with 12 responses which we are 99% confident did not occur from chance alone.

Each category and sub-category within an open-ended question is arranged according to significance - with significantly high items listed first and significantly low items listed last.

EVENING STUDENTS QUESTIONNAIRE

1. Do you customarily register for:
   ___A. Day and evening classes
   ___B. Evening classes only
      (1. Do you plan to complete the requirements for an associate degree?
         ___a. Yes
            (1). Which degree?
               ___(a. Associate in Arts
               ___(b. Associate in Science
               ___(c. Associate in Applied Science
               ___(d. Associate in General Studies
            (2). In what period of time would you like to complete the degree requirements?
               ___(a. Three (3) years
               ___(b. Four (4) years
               ___(c. Other (specify)_____
         ___b. No
            (1). Why not?
               ___(a. I am upgrading my present job
               ___(b. I already have a degree
               ___(c. I am taking courses for interest only
               ___(d. Other (explain)_____

2. Would you be interested in attending Saturday morning classes?
   ___A. Yes
   ___B. No
   ___C. Don't know

3. Do you favor a separate registration for only evening students in evening classes before day students or day and evening students are permitted to register?
   ___A. Yes
   ___B. No
   ___C. Doesn't matter

4. Why are you taking courses in the evening?
   ___A. I have a full-time job during the day
   ___B. I care for my children during the day
   ___C. I can get the courses I want only in the evening
   ___D. I prefer the type of student attending in the evening
   ___E. Other (explain)_____

5. Sex
   ___A. Female
   ___B. Male

(over)

6. Age
   ___A. Twenty years or less
   ___B. 21-30 years
   ___C. 31-50 years
   ___D. 51 or older

7. When did you attend ACC during the evening of this school year?
   ___A. Fall, 1971
   ___B. Winter, 1972
   ___C. Pre-registered for Spring, 1972

8. If you did not return to ACC after attending one quarter in the evening, why?
   ___A. Couldn't get the courses I wanted
   ___B. Didn't have time to attend
   ___C. Was disappointed in the instruction I received
   ___D. Other (explain)_____

Please feel free to make any comments you feel would be beneficial to the college:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name (optional)_____

SUMMARY

1. A significantly low number (99% confidence) of respondents were combination day and evening students. There was no significant number indicating either a "yes" or "no" when asked if they planned to pursue an associate degree. However, of those who were pursuing a degree, significant numbers (99% confidence) were intending to receive either an Associate in Arts degree or an Associate in Applied Science. A significant number of those planning to receive a degree expected to do so with 3 years of study. There was no significant reason given by those who were not pursuing a degree as to why they were not, although a significantly low number indicated that they already had a degree. The numerical data relating to this item is found on pages 2, 3, and 4.

2. A significantly high number of the respondents (99% confidence) indicated that they would not be interested in Saturday morning classes. The responses are located on page 2.

3. A significantly high number of the respondents (99% confidence) favor a separate registration for only evening students in evening classes before day students or day and evening students are permitted to register. The responses are on page 2.

4. A significantly high number of respondents (99% confidence) were taking evening courses because of having a full-time job during the day. The responses are on pages 2 and 5.

5. The majority of the respondents (99% confidence) were male. The responses are on page 2.

6. Highly significant numbers of the respondents were between 21 and 50 years old (99% confidence) with slightly more in the 21-30 age bracket. The responses are on page 2.

7. Most of the students responding attended evening classes in the Winter, 1972 (99% confidence) and the Fall, 1971 (98% confidence). The responses are on page 2.

8. A significant number of the respondents did not return to ACC after attending a quarter in the evening because they could not get the courses they wanted (99% confidence). The responses are on pages 2 and 6.

COMMENTS were requested of the respondents and a significant number complied. A summery of the replies in order of significance is shown beginning on page 7.

ITEMS 1 - 8

QUESTION	# REPLIES	Z-SCORE	CONFIDENCE LEVEL
1. A.	65	- 3.218	99%
B.	265	+ 1.206	Not Significant
(1.a.	239	+ 1.118	Not Significant
(1)(a.	84	+ 2.691	99%
(b.	44	- 3.049	99%
(c.	92	+ 3.839	99%
(d.	39	- 3.767	99%
(2)(a.	94	+ 1.865	96%
(b.	64	- 2.236	98%
(c.	84	+ .498	Not Significant
b.	67	- 1.131	Not Significant
(1)(a.	22	- .243	Not Significant
(b.	16	- 1.704	95%
(c.	27	+ .974	Not Significant
(d.	25	+ .487	Not Significant
2. A.	114	+ .304	Not Significant
B.	163	+ 5.989	99%
C.	59	- 6.078	99%
3. A.	260	+17.500	99%
B.	12	-11.445	99%
C.	60	- 5.843	99%
4. A.	277	+26.629	99%
B.	22	- 6.739	99%
C.	15	- 7.655	99%
D.	22	- 6.739	99%
E.	29	- 5.823	99%
5. A.	121	- 5.183	99%
B.	215	+ 5.074	99%
6. A.	37	- 6.007	99%
B.	161	+ 9.592	99%
C.	126	+ 5.189	99%
D.	13	- 9.026	99%
7. A.	220	+ 2.110	98%
B.	225	+ 2.547	99%
C.	147	- 4.271	99%
8. A.	62	+ 5.308	99%
B.	30	- .983	Not Significant
C.	10	- 4.915	99%
D.	36	+ .196	Not Significant

I.B.(1.a.(2).(c.

RESPONSE	# REPLIES	Z-SCORE	CONFIDENCE LEVEL
SPECIFIC TIME	47	+ 4.461	99%
2 years	14	+ 4.279	99%
1 yr or less	12	+ 3.306	99%
1973	10	+ 2.021	95%
1 yr	2	- 2.598	95%
5 years	5	- .097	Not Significant
6 years	5	- .097	Not Significant
$2\frac{1}{2}$ yrs	3	- 1.070	Not Significant
8 years	3	- 1.070	Not Significant
3 years	2	- 1.556	Not Significant
$1\frac{1}{2}$ yrs	1	- 2.042	97%
4 years	1	- 2.042	97%
More than 4 yrs	1	- 2.042	97%
UNDETERMINED	32	+ .959	Not Significant
As time allows	11	+ 1.021	Not Significant
As soon as possible	9	+ .204	Not Significant
When possible	7	- .612	Not Significant
?	5	- 1.429	Not Significant
COMPLETED	4	- 5.577	99%

1.B.(1.b.(1).(d.

RESPONSE	# REPLIES	Z-SCORE	CONFIDENCE LEVEL
TRANSFERRING	8	+ 3.333	99%
ANOTHER GOAL DESIRED	5	+ 1.333	Not Significant
LACK OF TIME	2	- .667	Not Significant
UNDECIDED	2	- .667	Not Significant
GPA TOO LOW	2	- .667	Not Significant
RETIREMENT	2	- .667	Not Significant
SPECIAL STUDENT	1	- 1.333	Not Significant
VA BENEFITS EXPIRE	1	- 1.333	Not Significant
NOT ANY USE	1	- 1.333	Not Significant
NOT ENOUGH COURSES TO TRANSFER	1	- 1.333	Not Significant

RESPONSE	# REPLIES	Z-SCORE	CONFIDENCE LEVEL
CONVENIENCE	22	+ 2.373	95%
More convenient	6	+ 1.437	Not Significant
Shift work	6	+ 1.437	Not Significant
Only time course offered	4	+ .218	Not Significant
Work nights	3	- .391	Not Significant
Babysitter problems	1	- 1.610	Not Significant
Work hours rotate	1	- 1.610	Not Significant
Part time job	1	- 1.610	Not Significant
PERSONAL ENJOYMENT	8	- 2.739	95%
More informal	2	+ .159	Not Significant
Interest	2	+ .159	Not Significant
Enjoy them	1	- .790	Not Significant
Teacher	1	- .790	Not Significant
Variety	1	- .790	Not Significant
Like 3 hr. class 1 night/week	1	- .790	Not Significant

S.D.

RESPONSE	# REPLIES	Z-SCORE	CONFIDENCE LEVEL
OBJECTIVE DIFFICULTIES ..	22	+ 1.167	Not Significant
Work Schedule changed ..	7	+ 1.622	Not Significant
Couldn't get course needed	5	+ .478	Not Significant
Couldn't afford it	5	+ .478	Not Significant
Transferred	3	- .667	Not Significant
Too early in evening ..	1	- 1.811	Not Significant
No notice of when to refister	1	- 1.811	Not Significant
SUBJECTIVE DIFFICULTIES ..	14	- 1.500	Not Significant
Too difficult commuting.	2	- .047	Not Significant
Too busy	2	- .047	Not Significant
Needed a break	2	- .047	Not Significant
Only wanted one course .	2	- .047	Not Significant
Moved	2	- .047	Not Significant
Goals changed	1	- .898	Not Significant
Didn't like ACC's counseling.....	1	- .898	Not Significant
Forgot to register.....	1	- .898	Not Significant
Didn't like evening classes	1	- .898	Not Significant

COMMENTS

RESPONSE	# REPLIES	Z-SCORE	CONFIDENCE LEVEL
COURSES NEEDED	134	+12.834	99%
English	12	+ 6.353	99%
Sociology	9	+ 4.309	99%
Psychology	8	+ 3.626	99%
Math	6	+ 2.262	98%
Degree oriented	5	+ 1.580	Not Significant
P.E.	5	+ 1.580	Not Significant
Academic	4	+ .898	Not Significant
Business	4	+ .898	Not Significant
Electronics	4	+ .898	Not Significant
Police Science	4	+ .898	Not Significant
Science	4	+ .898	Not Significant
Accounting	3	+ .215	Not Significant
Engineering	3	+ .215	Not Significant
Management	3	+ .215	Not Significant
Sculpture	3	+ .215	Not Significant
Anthropology	2	- .467	Not Significant
Biology	2	- .467	Not Significant
Chemistry	2	- .467	Not Significant
Geology	2	- .467	Not Significant
Marketing	2	- .467	Not Significant
Painting	2	- .467	Not Significant
Proceed at own speed	2	- .467	Not Significant
Physics	2	- .467	Not Significant
Sewing	2	- .467	Not Significant
Speech	2	- .467	Not Significant
Technical	2	- .467	Not Significant
Agronomy	1	- 1.149	Not Significant
Art	1	- 1.149	Not Significant
Basic design	1	- 1.149	Not Significant
Botany	1	- 1.149	Not Significant
Business Machines	1	- 1.149	Not Significant
Business Management	1	- 1.149	Not Significant
Cartooning	1	- 1.149	Not Significant
Civil Technology	1	- 1.149	Not Significant
Cooking	1	- 1.149	Not Significant
Courses to pass state EIT & professional Engineering tests	1	- 1.149	Not Significant
Craft classes	1	- 1.149	Not Significant
Creative writing	1	- 1.149	Not Significant
Dictating techniques	1	- 1.149	Not Significant
Dynamics	1	- 1.149	Not Significant
Ecology	1	- 1.149	Not Significant
Fashion Design	1	- 1.149	Not Significant
Geography	1	- 1.149	Not Significant
Highway technology	1	- 1.149	Not Significant
History	1	- 1.149	Not Significant
Home Economics	1	- 1.149	Not Significant
Humanities	1	- 1.149	Not Significant
Hydraulics	1	- 1.149	Not Significant
Industrial arts	1	- 1.149	Not Significant

RESPONSE	# REPLIES	Z-SCORE	CONFIDENCE LEVEL
Juvenile Procedures	1	..... - 1.149	Not Significant
Language courses	1	..... - 1.149	Not Significant
Natural science	1	..... - 1.149	Not Significant
Refrigeration	1	..... - 1.149	Not Significant
Secretarial courses	1	..... - 1.149	Not Significant
Silver work	1	..... - 1.149	Not Significant
Special arrangement	1	..... - 1.149	Not Significant
Statics	1	..... - 1.149	Not Significant
Structure design.....	1	..... - 1.149	Not Significant
Typing	1	..... - 1.149	Not Significant
Water supply & sewerage design	1	..... - 1.149	Not Significant
Woodwork	1	..... - 1.149	Not Significant
SCHEDULING	125	..... +11.463	99%
Wider range selection of evening courses ...	36	..... +14.290	99%
Need more evening classes	34	..... +13.359	99%
Prefer 2 or 3 hr. courses to 5 one-hr. classes	9	..... + 1.722	95%
Saturday classes	9	..... + 1.722	95%
More sequence	5	..... - .140	Not Significant
Better scheduling	4	..... - .605	Not Significant
Large evening classes ..	4	..... - .605	Not Significant
Offer courses after 4 ..	3	..... - 1.070	Not Significant
Summer night courses ...	3	..... - 1.070	Not Significant
Eliminate 3 hr one evening session	2	..... - 1.536	Not Significant
Schedule so as to take 2 classes in one evening	2	..... - 1.536	Not Significant
2 sessions of summer school	1	..... - 2.001	97%
Don't overlap days of courses offered in same dept.	1	..... - 2.001	97%
Evening lab hrs.	1	..... - 2.001	97%
Fill Sat. classes with overflows from other classes first	1	..... - 2.001	97%
Friday evening classes .	1	..... - 2.001	97%
Fri evening lectures ...	1	..... - 2.001	97%
Hrs. 5-8	1	..... - 2.001	97%
Hrs. 6:30-9:30	1	..... - 2.001	97%
More 3:00-4:00 classes .	1	..... - 2.001	97%
Offer out of sequence ..	1	..... - 2.001	97%
Sat morn labs	1	..... - 2.001	97%
Spread out courses	1	..... - 2.001	97%
Sunday classes	1	..... - 2.001	97%
Too much overloading of classes	1	..... - 2.001	97%

RESPONSE	# REPLIES	Z-SCORE	CONFIDENCE LEVEL
SCHOOL ATTITUDES	30	..... + .038	Not Significant
Really like ACC	11	..... + 2.225	98%
Good Instructors	10	..... + 1.775	96%
Better teachers needed .	8	..... + .875	Not Significant
Considering changing schools	8	..... + .875	Not Significant
Bad attitude of tchrs toward evening stud ..	5	..... - .475	Not Significant
Appreciate the consideration shown by this questionnaire	3	..... - 1.375	Not Significant
Should have more sympathy for full-time worker	3	..... - 1.375	Not Significant
Tchrs unhappy tchg at night	1	..... - 2.275	98%
Was made to feel important	1	..... - 2.275	98%
MISCELLANEOUS REQUESTS ...	35	..... - 2.247	98%
Continue an extention in Ft. Collins	4	..... + 2.050	97%
Keep book store open ...	3	..... + 1.139	Not Significant
Later office hours	2	..... + .228	Not Significant
Student activity fee should not be required	2	..... + .228	Not Significant
Attendance record kept .	1	..... - .683	Not Significant
Be sure books are in before class begins	1	..... - .683	Not Significant
Better chairs and desks.	1	..... - .683	Not Significant
Better information of student activities ...	1	..... - .683	Not Significant
Classes should be in one main area	1	..... - .683	Not Significant
Enforcement of cleanliness	1	..... - .683	Not Significant
English department stinks	1	..... - .683	Not Significant
Library open Sat. or Sunday	1	..... - .683	Not Significant
More campus life	1	..... - .683	Not Significant
More outside benches ...	1	..... - .683	Not Significant
More surveys to open up class selection for evening	1	..... - .683	Not Significant
Never missed getting a LEA course	1	..... - .683	Not Significant
Penalty for destruction of property in student center	1	..... - .683	Not Significant
Poor distribution of LEEP funds	1	..... - .683	Not Significant

RESPONSE	# REPLIES	Z-SCORE	CONFIDENCE LEVEL
Poor policy of determining non-resident	1	- .683	Not Significant
Proof read schedules	1	- .683	Not Significant
Send class information to large companys	1	- .683	Not Significant
Should give instruction in operation of A-V equipment to tchrs	1	- .683	Not Significant
Should have child-care provision	1	- .683	Not Significant
Student services office should be open	1	- .683	Not Significant
Students should have more say in hiring	1	- .683	Not Significant
Teachers should grade own papers	1	- .683	Not Significant
Too much penalty for transfers to ACC	1	- .683	Not Significant
Transportation problems	1	- .683	Not Significant
REGISTRATION	30	- 3.008	99%
Evening only evening registration first	8	+ 3.031	99%
Separate registration	7	+ 2.396	95%
Better registration	3	- .144	Not Significant
Better registration publicity	2	- .779	Not Significant
Pick up registration in evening	2	- .779	Not Significant
Registration informa-tion sent by mail	2	- .779	Not Significant
Unfair to pull cards before registration as with COP	2	- .779	Not Significant
Day only registration for day classes first	1	- 1.414	Not Significant
Evening registration 2 weeks ahead of regu-lar registration	1	- 1.414	Not Significant
Registration based on # of credits earned	1	- 1.414	Not Significant
Registration on Satur-day	1	- 1.414	Not Significant
COUNSELING	13	- 5.598	99%
Poor counseling on course selection & transfer credit	7	+ 3.226	99%
Evening counseling hrs.	2	- .496	Not Significant
Better counseling	1	- 1.240	Not Significant
More counseling	1	- 1.240	Not Significant

RESPONSE	# REPLIES	Z-SCORE	CONFIDENCE LEVEL
More mature counselors for "over 35's"	1	..... - 1.240	Not Significant
No help with courses ..	1	..... - 1.240	Not Significant
CLASS CONTENT	5	..... - 6.817	99%
Electronics courses should be more up-to-date	1	..... - .559	Not Significant
LE coordinated with Metro and CU	1	..... - .559	Not Significant
Make courses challenging	1	..... - .559	Not Significant
Seminars on LE aspects: Narcotics, Traffic Control, LE Electronic Equipment, Management, etc.	1	..... - .559	Not Significant
Separate courses for experienced and unexperienced officers ..	1	..... - .559	Not Significant
ADMINISTRATION	2	..... - 7.274	99%
Freedom on speech for instructors	1	..... - .707	Not Significant
No time limit for changing grade	1	..... - .707	Not Significant

NON-RETURNING STUDENTS QUESTIONNAIRE

In January a questionnaire was sent to 634 students to learn why they did not return winter quarter after attending Arapahoe Community College during the fall quarter. At the time of the preparation of this report, 266 individuals had responded. If this were a random sample of the non-returning students (which it is not), we could be 95% confident that we would have no more than 1.2% error in our conclusions. However, we must keep in mind that this sample was not random since the respondents volunteered or did not volunteer information, as they so desired.

Every department should look carefully at the results of this study. Since our main goal is to help satisfy the occupational and academic goals of our students, this study should help us discover how we have failed so many students in that respect, so that we can make the necessary changes. Hopefully, a similar study can be made yearly or more frequently (preferably with fewer non-returning students each time) to learn if we are beginning to meet more completely the needs of our students.

In the charts showing the results of the study, the z-score and confidence level of that z-score are shown. If a z-score is negative, then the number of respondents is less than what would be expected. The further the z-score is from 0, the more significant it is. The higher the confidence level, the better, since a 99.9% confidence level would mean that we are 99.9% certain that the number of respondents to that particular item did not occur from chance alone.

In many cases replies have been grouped into categories in order to get a better idea of significant areas. Many of you may disagree with the categories in which the items have been placed since, in many cases, an item could be placed in several different categories.

A summary of the results of the study follows.

SUMMARY

1. At the 99.9% level of significance, the respondents stated that they did not return to ACC because of financial reasons. A higher significant number did not return for miscellaneous reasons. In order of significance, (all were at least at the 99.9% confidence level), those individual reasons given were: transferred, attained goal, classes wanted closed, course wanted not offered, needed time for other things, went to work, and unhappy with ACC overall. When related items were grouped together, the most significant reasons in the miscellaneous category for not returning to ACC were: other priorities (99.9), scheduling (99.9), disappointment (99.7), and transferred (98.7). The statistics for the main categories of the question are on page 1, and those for the miscellaneous section of the question begin on page 3.

2. A highly significant (99.9) number of students were aware of the counseling service. Statistics for that question are on page 1.

3. The highest significant number of students (99.9) did not use the counseling services at all while the next highest in significance (99.4) used them only once. Those statistics are on page 1.

4. The highest significant number of students (99.9) felt the counseling services were sufficient for their needs while the next highest (99.4) felt they should have had more help with planning their program. The "other" category brought replies individually significant for that category of: "the services were not needed" (99.9) and "the counselors should make themselves known" (95.7). When those replies were grouped, the significant replies for that category were, again, that they felt the services were not needed (99.9), and that they felt better knowledge of the classes the students needed should be acquired by the counselors (99.6). The statistics for this question are on pages 1 and $4\frac{1}{2}$.

5. The most significant number of respondents were uncertain as to whether or not they would be returning to ACC (98.7). The statistics for this question are on page 1.

6. When the students were asked what they considered to be outstanding features of ACC, the individual replies in order of significance (all were at least at the 99.9% confidence level) were as follows: faculty, programs, don't know, nothing, services, and staff. When related replies were grouped together, the significant answers were as follows: faculty (99.9), programs (99.9), don't know (99.9), specific classes (99.8), nothing (99.4), and classes (98.2). The

statistics for this question are on pages 5 through 7.

7. Many replies were produced with the asking of the question "What do you consider to be a negative feature of ACC?" Taken individually in order of significance, they were: nothing (99.9), more room - classes close too quickly (99.9), limited courses offered for night classes (99.9), not enough activities (99.9), facilities (99.9), higher calibre instructors needed (99.9), no opinion (99.9), too much like high school (99.9), and better class scheduling needed (99.8). When related topics were grouped together, the replies in order of significance were: scheduling (99.9), facilities (99.9), nothing (99.9), activities (99.9), and students (99.9). The statistics for this question are on pages 9 through 13.

8. A highly significant number of those students not returning to ACC in the winter quarter (99.9) are working full-time in a field not related to their course of study at ACC. Of those listing "other", the individual significant replies were: working full-time (99.9), being a housewife (99.9), and working part-time (99.2). After replies were grouped, the most significant number were working (99.9). Statistics for this question are on pages 1 and 15.

9. Individual occupational goals of these students were: uncertain (99.9), education (99.9), art (99.9), business (99.9), none (99.2), complete school (96.5), and nursing (96.5). Grouped together, the occupational goals were: uncertain (99.9), business (99.9), liberal arts (99.9), education (99.9), health occupations (99.7), and vocational education (97.1). Statistics for this question are on pages 17 through 20.

Since the main problem stated by the students was scheduling problems, the occupational goals of those students expressing this problem were listed so that we can perhaps see which areas should concentrate more on providing more and better scheduled classes for their students. The significant replies made by these students to the question of occupational goals, individually, were, that they left that question blank (99.9) or they were undecided (99.9). When related occupations were grouped together, the area that appeared to have the most scheduling problems according to the students' replies was that of liberal arts. The statistics for this section of the study are on page 21.

NON-RETURNING STUDENTS QUESTIONNAIRE

1. Why did you not return to Arapahoe Community College for the winter quarter?
   _____a. Class and work hours conflicted
   _____b. Financial reasons - I had to work
   _____c. Moved
   _____d. Illness
   _____e. Other (Please explain)_____

2. Were you aware of a counseling service at Arapahoe Community College?
   _____a. Yes
   _____b. No

3. To what extent did you use the counseling services?
   _____a. Not at all
   _____b. Once
   _____c. Several times
   _____d. Frequently

4. How could the counseling services have been of more help to you?
   _____a. More help with planning my program.
   _____b. More help with making my career decisions
   _____c. More help with solving my personal problems
   _____d. The services were sufficient for my needs.
   _____e. Other (Please explain)_____

5. Do you plan to return to Arapahoe Community College in the future?
   _____a. Yes
   _____b. No
   _____c. Uncertain

6. In your opinion, what do you consider to be an outstanding feature (programs, services, faculty, staff, etc.) of ACC?
   _____

7. In your opinion, what do you consider to be a negative feature of ACC?_____

8. What are you doing at the present time?
   _____a. Attending another two-year college
   _____b. Attending a four-year college
   _____c. Working full-time in a field related to my course of study at ACC
   _____d. Working full-time in a field <u>not</u> related to my course of study at ACC
   _____e. Other (Please explain)_____

9. What are your occupational goals?_____

Name (optional)_____

ITEMS 1 - 5 AND 8

QUESTION	# REPLIES	Z-SCORE	CONFIDENCE LEVEL	% ERROR
1. a.	60	.966	Not Significant	1.2
b.	74	3.113	99.9	
c.	14	- 6.089	99.9	
d.	8	- 7.009	99.9	
e.	171	17.991	99.9	
2. a.	243	13.958	99.9	1.2
b.	17	-14.082	99.9	
3. a.	92	3.796	99.9	1.2
b.	83	2.507	99.4	
c.	73	1.074	Not Significant	
d.	12	- 7.665	99.9	
4. a.	63	2.528	99.4	1.3
b.	25	- 3.670	99.9	
c.	10	- 6.117	99.9	
d.	110	10.196	99.9	
e.	52	.734	Not Significant	
5. a.	76	- 1.440	Not Significant	1.2
b.	84	- .389	Not Significant	
c.	104	2.239	98.7	
8. a.	13	- 6.146	99.9	1.2
b.	34	- 2.895	99.8	
c.	56	.511	Not Significant	
d.	127	11.500	99.9	
e.	50	- .418	Not Significant	

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
ATTAINED GOAL	18	5.55	99.9	1.66	Not Sig
BABYSITTER PROBLEMS	2	- 1.63	Not Sig	- 3.13	99.9
DIFFICULTY WITH SERVICES	11			- .44	Not Sig
Counseling	4	- .73	Not Sig		
Facilities Lacking	1	- 2.08	98.1		
Financial Aid	1	- 2.08	98.1		
Student Services	5	- .28	Not Sig		
DISAPPOINTMENT	22			2.85	99.7
Didn't Feel Involved	1	- 2.08	98.1		
Difficulty Adjusting	3	- 1.18	Not Sig		
Unhappy With ACC Overall	10	1.96	97.5		
Unhappy With Program Offered	1	- 2.08	98.1		
Unhappy With Students	1	- 2.08	98.1		
Unhappy With Teachers	6	.16	Not Sig		
DISTANCE	9			- 1.04	Not Sig
No Transportation	5	- .28	Not Sig		
Too Far From Home	4	- .73	Not Sig		
DRAFT OR ENLISTMENT	7	.61	Not Sig	- 1.64	Not Sig
FAILED COURSE	1	- 2.08	98.1	- 3.43	99.9
LACK OF INTEREST	7	.61	Not Sig	.41	Not Sig
OTHER	3	- 1.18	Not Sig	- 2.84	99.7
OTHER PRIORITIES	44			11.49	99.9
Moving	7	.61	Not Sig		
Need Time For Other Things	13	3.30	99.9		
Own Work Load Too Heavy	7	.61	Not Sig		
Vacation From School	4	- .73	Not Sig		
Went To Work	13	3.30	99.9		

(over)

1. e. (Cont.)

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
SCHEDULING	32			7.89	99.9
Classes Wanted Closed	13	3.30	99.9		
Couldn't Get Classes At Right Time Of Day	4	- .73	Not Sig		
Couldn't Make It To Register	2	- 1.63	Not Sig		
Course Wanted Not Offered	13	3.30	99.9		
SPECIAL STUDENT	1	- 2.08	98.1	- 3.43	99.9
TOO MANY TRANSFER HOURS DIDN'T APPLY TO DEGREE	1	- 2.08	98.1	- 3.43	99.9
TRANSFERRED	20	6.44	99.9	2.25	98.7
UNCERTAIN OF GOALS	1	- 2.08	98.1	- 3.43	99.9

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
AID IN GETTING CLASSES	4			- .34	Not Sig
More Help During Registration	1	- 1.12	Not Sig		
Schedule Aid And Information	2	- .41	Not Sig		
To Get Classes Needed When Unable To Be Present	1	- 1.12	Not Sig		
BETTER KNOWLEDGE OF CLASSES NEEDED	10			2.74	99.6
Advisors And Counselors Getting Together	3	.30	Not Sig		
More Familiar With Requirements For 4-year Institutions	4	1.01	Not Sig		
Needed More Useful Classes	3	.30	Not Sig		
MORE CONVENIENT	1	- 1.12	Not Sig	- 1.82	96.5
MORE COUNSELORS WITH MORE PERSONAL INTEREST	4	1.01	Not Sig	- .34	Not Sig
MORE PUBLICITY	7			1.20	Not Sig
Did Not Seek Help Soon Enough	1	- 1.12	Not Sig		
Let Me Know Counselor Before Starting School	1	- 1.12	Not Sig		
Make Themselves Known	5	1.72	95.7		
NEEDED A LIST OF ART INSTITUTIONS	1	- 1.12	Not Sig	- 1.82	96.5
NEVER GOT ANY HELP	4	1.01	Not Sig	- .34	Not Sig
NOT NEEDED	13	7.39	99.9	4.28	99.9
OFFER NIGHT COUNSELING	1	- 1.12	Not Sig	- 1.82	96.5
OTHER	3	.30	Not Sig	- .85	Not Sig
UNABLE TO HELP	5			.17	Not Sig
Financial Help	1	- 1.12	Not Sig		
Help In High School	1	- 1.12	Not Sig		
I Doubt If They Can Change Teachers	1	- 1.12	Not Sig		
Needed Help After Withdrawing	1	- 1.12	Not Sig		
Special Student	1	- 1.12	Not Sig		
VERY SATISFACTORY	2	- .41	Not Sig	- 1.36	Not Sig

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
ATHLETICS	3			- 1.54	Not Sig
Athletic Programs	1	- 1.67	95.2		
Soccer Team	2	- 1.14	Not Sig		
ATTENTION	3			- 1.54	Not Sig
Friendly, Helpful Atmosphere	1	- 1.67	95.2		
Personal Attention Received	2	- 1.14	Not Sig		
AVAILABILITY TO LOCAL RESIDENTS	1	- 1.67	95.2	- 2.35	99.0
CLASSES	12			2.10	98.2
Class Informality	2	- 1.14	Not Sig		
Classes Offered	3	- .61	Not Sig		
Small Classes	6	.98	Not Sig		
Variety Of Night Classes	1	- 1.67	95.2		
COST	4	- .08	Not Sig	- 1.13	Not Sig
COUNSELING	2	- 1.14	Not Sig	- 1.94	97.3
DON'T KNOW	21	8.92	99.9	5.75	99.9
EVERYTHING	6	.98	Not Sig	- .32	Not Sig
FACULTY	84	42.25	99.9	31.26	99.9
FOOD	1	- 1.67	95.2	- 2.35	99.0
GROWING SCHOOL	1	- 1.67	95.2	- 2.35	99.0
INSTRUCTIONAL MATERIALS CENTER	1	- 1.67	95.2	- 2.35	99.0
LOCATION	4	- .08	Not Sig	- 1.13	Not Sig
MORE OCCUPATIONAL PROGRAMS	1	- 1.67	95.2	- 2.35	99.0
MEDICAL LABORATORY TECHNICIAN ASSISTANT PROGRAM	1	- 1.67	95.2	- 2.35	99.0

(over)

6. (Cont.)

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
NOTHING	13	4.68	99.9	2.51	99.4
PERSONALITIES	10			1.30	Not Sig
Mr. Boespflug	1	- 1.67	95.2		
Mr. Cook	1	- 1.67	95.2		
Mr. Madrid	1	- 1.67	95.2		
Mr. Montrella	2	- 1.14	Not Sig		
Mr. Morgan	2	- 1.14	Not Sig		
Mr. Trammell	1	- 1.67	95.2		
Mr. Williams	1	- 1.67	95.2		
Ms. Zacharias	1	- 1.67	95.2		
PROGRAMS	28	12.62	99.9	8.58	99.9
PSYCHOLOGY DEPARTMENT	1	- 1.67	95.2	- 2.35	99.0
QUALITY REQUIRED IN CLASSES	1	- 1.67	95.2	- 2.35	99.0
SATISFIED	1	- 1.67	95.2	- 2.35	99.0
SERVICES	10	3.10	99.9	1.30	Not Sig
SMALL SIZE	7	1.51	Not Sig	.08	Not Sig
SPECIAL ACTIVITIES	1	- 1.67	95.2	- 2.35	99.0
SPECIFIC CLASSES	14			2.91	99.8
Art Classes	1	- 1.67	95.2		
Business Courses	1	- 1.67	95.2		
Camping And Skiing Classes	1	- 1.67	95.2		
English	1	- 1.67	95.2		
Fashion	1	- 1.67	95.2		
Math Clinic	2	- 1.14	Not Sig		
Night Classes	2	- 1.14	Not Sig		
Reading Lab	1	- 1.67	95.2		

6. (Cont.)

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
SPECIFIC CLASSES (CONT.)					
Self-study Programs	2	- 1.14	Not Sig		
Sociology	1	- 1.67	95.2		
Tutor	1	- 1.67	95.2		
STAFF	10	3.10	99.9	1.30	Not Sig
STAFF OF REAL ESTATE	1	- 1.67	95.2	- 2.35	99.0
STUDENT CENTER	1	- 1.67	95.2	- 2.35	99.0
STUDENT-ORIENTED	1	- 1.67	95.2	- 2.35	99.0
STUDENT-STAFF RELATIONSHIP	4	- .08	Not Sig	- 1.13	Not Sig
STUDENTS	3	- .61	Not Sig	- 1.54	Not Sig
SUMMER QUARTER	1	- 1.67	95.2	- 2.35	99.0
UNRELATED	3			- 1.54	Not Sig
Need Larger ACC	1	- 1.67	95.2		
No Help At Registration Time	1	- 1.67	95.2		
Night Classes Too Short	1	- 1.67	95.2		

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
ACTIVITIES	12			3.51	99.9
Insufficient Spending Of Fees	1	- 1.13	Not Sig		
Not Enough	10	5.03	99.9		
Not Enough Publicity	1	- 1.13	Not Sig		
ALLOWING GAMBLING ON CAMPUS	1	- 1.13	Not Sig	- 1.85	96.7
ATMOSPHERE	4			- .39	Not Sig
Atmosphere	1	- 1.13	Not Sig		
Too Much Of Party Atmosphere	3	.24	Not Sig		
BETWEEN CLASSES	2			- 1.36	Not Sig
Lapse Of Time Between Classes	1	- 1.13	Not Sig		
Too Many Students In Corridors At All Times	1	- 1.13	Not Sig		
COUNSELORS	2	- .44	Not Sig	- 1.36	Not Sig
COURSE WORK	3			- .88	Not Sig
Too Easy	2	- .44	Not Sig		
Varies In Difficulty	1	- 1.13	Not Sig		
DON'T KNOW	5	1.61	Not Sig	.10	Not Sig
ENTIRE ADMINISTRATION	2	- .44	Not Sig	- 1.36	Not Sig
EVERYTHING LIMITED	1	- 1.13	Not Sig	- 1.85	96.7
FACILITIES	31			12.78	99.9
Book Store	1	- 1.13	Not Sig		
Buildings	2	- .44	Not Sig		
Facilities	8	3.66	99.9		
Lack Of Areas Of Study	4	.92	Not Sig		
Lack Of Library Space	1	- 1.13	Not Sig		
Lack Of Parking Spaces	2	- .44	Not Sig		
Need New Campus	2	- .44	Not Sig		
No Place To Wait Between Classes	1	- 1.13	Not Sig		
P.E. Facilities	1	- 1.13	Not Sig		

(over)

7. (Cont.)

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
FACILITIES (CONT.)					
Physical Surroundings - Overcrowding	2	- .44	Not Sig		
Smoke And Trash In Cafeteria	1	- 1.13	Not Sig		
Student Union Not Extensive Enough	1	- 1.13	Not Sig		
Too Many Buildings	3	.24	Not Sig		
Unpaved Parking Lots	2	- .44	Not Sig		
FINANCIAL AIDES	1	- 1.13	Not Sig	- 1.85	96.7
GRADING SYSTEM	1	- 1.13	Not Sig	- 1.85	96.7
HIGHER CALIBRE INSTRUCTORS	8	3.66	99.9	1.56	Not Sig
INDIVIDUALS	3			- .88	Not Sig
Person A	1	- 1.13	Not Sig		
Person B	1	- 1.13	Not Sig		
Person C	1	- 1.13	Not Sig		
LACK OF CONCERN BY TEACHERS	4	.92	Not Sig	- .39	Not Sig
LACK OF FUNDS	1	- 1.13	Not Sig	- 1.85	96.7
LACK OF INDEPENDENCE FOR STUDENTS	1	- 1.13	Not Sig	- 1.85	96.7
LACK OF TRANSPORTATION	1	- 1.13	Not Sig	- 1.85	96.7
LIBRARY	1	- 1.13	Not Sig	- 1.85	96.7
LIMITED REGISTRATION TIME	2			- 1.36	Not Sig
Limited Time	1	- 1.13	Not Sig		
Planning Of Registration	1	- 1.13	Not Sig		
LOCATION	4			- .39	Not Sig
Location	3	.24	Not Sig		
Too Far From Home	1	- 1.13	Not Sig		

7. (Cont.)

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
NIGHT CLASSES SHOULD LAST TWO QUARTERS	1	- 1.13	Not Sig	- 1.85	96.7
NO ATHLETICS	1	- 1.13	Not Sig	- 1.85	96.7
NO MANDATORY ATTENDANCE	1	- 1.13	Not Sig	- 1.85	96.7
NO OPINION	8	3.66	99.9	1.56	Not Sig
NOT ENOUGH HELP IN OBTAINING RIGHT CLASS	2	- .44	Not Sig	- 1.36	Not Sig
NOTHING	23	13.94	99.9	8.87	99.9
OFFICE HOURS SHOULD BE ADJUSTED FOR NIGHT STUDENTS	1	- 1.13	Not Sig	- 1.85	96.7
ONLY A JUNIOR COLLEGE	2	- .44	Not Sig	- 1.36	Not Sig
OPERATION	5			.10	Not Sig
Disorganization Of Staff	2	- .44	Not Sig		
Lack Of Unity	1	- 1.13	Not Sig		
Way College Is Operated	2	- .44	Not Sig		
"ORIENTATION"	1	- 1.13	Not Sig	- 1.36	Not Sig
OTHER	3	.24	Not Sig	- .88	Not Sig
OUTDATED	1	- 1.13	Not Sig	- 1.85	96.7
PEOPLE TOO STUCK UP	1	- 1.13	Not Sig	- 1.85	96.7
PROGRAMS	2	- .44	Not Sig	- 1.36	Not Sig
RECOGNITION OF CLUBS	1	- 1.13	Not Sig	- 1.85	96.7

(over)

7. (Cont.)

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
SCHEDULING	52			23.27	99.9
Better Class Scheduling	7	2.98	99.8		
Classrooms Too Crowded	4	.92	Not Sig		
Lack Of Course Offerings	1	- 1.13	Not Sig		
Lack Of Two-year Programs	1	- 1.13	Not Sig		
Limited Courses Offered For Night Classes	10	5.03	99.9		
More Room - Classes Close Too Quickly	18	10.51	99.9		
Need More Progressing Classes	1	- 1.13	Not Sig		
Need More Transferable Classes In Philosophy, English, and Psychology	1	- 1.13	Not Sig		
Not Enough Independent Studies	1	- 1.13	Not Sig		
Not Enough Teachers To Cover All Subjects Each Quarter	1	- 1.13	Not Sig		
Poor Selection Of Classes	4	.92	Not Sig		
Times Of Evening Classes	2	- .44	Not Sig		
Underdeveloped Liberal Arts Program	1	- 1.13	Not Sig		
SERVICES	1	- 1.13	Not Sig	- 1.85	96.7
SPECIFIC COURSES	3			- .88	Not Sig
English Program	1	- 1.13	Not Sig		
Math Courses Poor	1	- 1.13	Not Sig		
Too Much In Accounting Course	1	- 1.13	Not Sig		
STAFF	1	- 1.13	Not Sig	- 1.85	96.7
STUDENTS	12			3.51	99.9
Don't Get Involved	4	.92	Not Sig		
Lack Of Communication By Student Government To Student	1	- 1.13	Not Sig		
Lack Of Interest In Faculty	1	- 1.13	Not Sig		
Lack Of Spirit	2	- .44	Not Sig		
Other Students	2	- .44	Not Sig		
Too Much Of A Melting Pot	1	- 1.13	Not Sig		
Too Transitory	1	- 1.13	Not Sig		
STUDENT SERVICES	1	- 1.13	Not Sig	- 1.85	96.7

7. (Cont.)

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
TEACHERS RUSH TOO MUCH	1	- 1.13	Not Sig	- 1.85	96.7
TOO MUCH LIKE HIGH SCHOOL	8	3.66	99.9	1.56	Not Sig
TOO SMALL	4	.92	Not Sig	- .39	Not Sig
TRANSFERS	3			- .88	Not Sig
Credits Not Readily Accepted	1	- 1.13	Not Sig		
Lack Of Coordination For Transfer Students	1	- 1.13	Not Sig		
Information On Transferable Courses	1	- 1.13	Not Sig		
TUITION	2			- 1.36	Not Sig
Lack Of Refunding Of Tuition	1	- 1.13	Not Sig		
Unfair Out-Of-State Tuition Policy	1	- 1.13	Not Sig		

8. e.

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
IN ANOTHER PROGRAM	4			- 1.84	96.7
Attending High School	1	- 1.35	Not Sig		
Attending Police Academy	1	- 1.35	Not Sig		
Enrolling By Correspondance	1	- 1.35	Not Sig		
Graduate Seminary	1	- 1.35	Not Sig		
IN BETWEEN	9			.06	Not Sig
Applied To LPN Course At Hospital	1	- 1.35	Not Sig		
Awaiting Residency Elsewhere	1	- 1.35	Not Sig		
Looking For Job	3	- .08	Not Sig		
Planning To Enroll In 4-year School	3	- .08	Not Sig		
Recovering From Surgery	1	- 1.35	Not Sig		
IN SERVICE	5	1.18	Not Sig	- 1.46	Not Sig
MOVING	4	.55	Not Sig	- 1.84	96.7
NOT EMPLOYED	13			1.59	Not Sig
Housewife	8	3.08	99.9		
Nothing	2	- .72	Not Sig		
Traveling	1	- 1.35	Not Sig		
Vacation	2	- .72	Not Sig		
WORKING	20			4.25	99.9
Helping Husband	1	- 1.35	Not Sig		
Ministry	1	- 1.35	Not Sig		
Part-time	7	2.45	99.2		
Working Full-time	11	4.98	99.9		

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
ALREADY ATTAINED	1	- 1.31	Not Sig	- 3.28	99.9
ARTS	13			.38	Not Sig
Art	10	4.32	99.9		
Music	3	- .06	Not Sig		
BUSINESS	31			5.89	99.9
Bakery Science And Management	1	- 1.31	Not Sig		
Banking And Finance	1	- 1.31	Not Sig		
Business	10	4.32	99.9		
Business Management	2	- .68	Not Sig		
General Distributor	1	- 1.31	Not Sig		
Own A Business	1	- 1.31	Not Sig		
Own A Restaurant	1	- 1.31	Not Sig		
Own A Store	2	- .68	Not Sig		
Personnel Management Education	1	- 1.31	Not Sig		
Real Estate Broker	2	- .68	Not Sig		
Real Estate Sales	1	- 1.31	Not Sig		
Retail	1	- 1.31	Not Sig		
Sales	2	- .68	Not Sig		
Secretary	2	- .68	Not Sig		
Self-employed	2	- .68	Not Sig		
Theatre Management	1	- 1.31	Not Sig		
COMPLETE SCHOOL	6	1.82	96.5	- 1.76	96.0
CONTINUE PRESENT JOB	3	- .06	Not Sig	- 2.67	99.9
EDUCATION	23			3.44	99.9
Education	14	6.82	99.9		
Math Teacher	2	- .68	Not Sig		
Music Teacher	1	- 1.31	Not Sig		
P.E. Teacher	2	- .68	Not Sig		
Psychology Teacher	1	- 1.31	Not Sig		
Teacher Of Mentally Retarded	3	- .06	Not Sig		

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9. (Cont.)

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
ELECTRONICS	5			- 2.06	98.0
Electrician	1	- 1.31	Not Sig		
Electronics	2	- .68	Not Sig		
Electronic Technician	1	- 1.31	Not Sig		
Industrial Electronics	1	- 1.31	Not Sig		
ENTERTAINER	1	- 1.31	Not Sig	- 3.28	99.9
HAPPINESS	1	- 1.31	Not Sig	- 3.28	99.9
HEALTH	21			2.83	99.7
Become Certified Lab Technician	1	- 1.31	Not Sig		
Dental Assistant	3	- .06	Not Sig		
Dentist	1	- 1.31	Not Sig		
Medical Assistant	3	- .06	Not Sig		
Medical Technician	1	- 1.31	Not Sig		
Nursing	6	1.82	96.5		
Pharmacist	2	- .68	Not Sig		
Physical Therapist	2	- .68	Not Sig		
Record Technician	1	- 1.31	Not Sig		
Recreation Therapy	1	- 1.31	Not Sig		
HOUSEWIFE AND MOTHER	1	- 1.31	Not Sig	- 3.28	99.9
IMPROVE PRESENT POSITION	1	- 1.31	Not Sig	- 3.28	99.9
LAW	6			- 1.76	96.0
Law	3	- .06	Not Sig		
Lawyer	3	- .06	Not Sig		
LIBERAL ARTS	31			5.89	99.9
Accounting	3	- .06	Not Sig		
Anthropology	1	- 1.31	Not Sig		
Architecture	1	- 1.31	Not Sig		
Biology Degree	1	- 1.31	Not Sig		
Conservation Occupation	2	- .68	Not Sig		
Counseling	1	- 1.31	Not Sig		

9. (Cont.)

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
LIBERAL ARTS (CONT.)					
Counselor Of Deaf	1	- 1.31	Not Sig		
Data Processing	1	- 1.31	Not Sig		
Engineer	3	- .06	Not Sig		
Engineering Design	1	- 1.31	Not Sig		
Forestry	1	- 1.31	Not Sig		
History	1	- 1.31	Not Sig		
Journalism	2	- .68	Not Sig		
Mechanical Engineer	2	- .68	Not Sig		
P. E. Program	1	- 1.31	Not Sig		
Psychology	3	- .06	Not Sig		
Research	1	- 1.31	Not Sig		
Science	1	- 1.31	Not Sig		
Social Work	2	- .68	Not Sig		
Systems Analyst	1	- 1.31	Not Sig		
Veterinarian	1	- 1.31	Not Sig		
MILLIONAIRE	5	1.19	Not Sig	- 2.06	98.0
NONE	7	2.44	99.2	- 1.45	Not Sig
RELIGION	4			- 2.37	99.1
Christian Counseling	1	- 1.31	Not Sig		
Minister	1	- 1.31	Not Sig		
Missionary	2	- .68	Not Sig		
SERVICE	1	- 1.31	Not Sig	- 3.28	99.9
UNCERTAIN	56	33.07	99.9	13.54	99.9
USELESS AT 60	1	- 1.31	Not Sig	- 3.28	99.9

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9. (Cont.)

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
VOCATIONAL EDUCATION	18			1.91	97.1
Airling Hostess	1	- 1.31	Not Sig		
Auto Mechanic	1	- 1.31	Not Sig		
Business Equipment Operator	1	- 1.31	Not Sig		
Carpenter	3	- .06	Not Sig		
Construction	2	- .68	Not Sig		
Draftsman	1	- 1.31	Not Sig		
Fashion	1	- 1.31	Not Sig		
Fashion Coordination	1	- 1.31	Not Sig		
Fashion Merchandiser	1	- 1.31	Not Sig		
Furniture Maker	1	- 1.31	Not Sig		
Labor	1	- 1.31	Not Sig		
Law Enforcement	1	- 1.31	Not Sig		
Learn A Trade	1	- 1.31	Not Sig		
Photography	1	- 1.31	Not Sig		
Pilot	1	- 1.31	Not Sig		

OCCUPATIONAL GOALS OF THOSE EXPRESSING THE NEED FOR BETTER SCHEDULING

Response	#	INDIVIDUAL DATA z-score	INDIVIDUAL DATA conf lvl	GROUPED DATA z-score	GROUPED DATA conf lvl
BLANK	9	4.96	99.9	- .92	Not Sig
BUSINESS	7			- .35	Not Sig
Bakery Science And Management	1	- 1.01	Not Sig		
Business	3	.48	Not Sig		
Own Own Restaurant	1	- 1.01	Not Sig		
Self Employed	1	- 1.01	Not Sig		
Theatre Management	1	- 1.01	Not Sig		
LIBERAL ARTS	16			3.02	99.8
Art	3	.48	Not Sig		
Coach	1	- 1.01	Not Sig		
Education	2	- .27	Not Sig		
Electrician	1	- 1.01	Not Sig		
Electronics	1	- 1.01	Not Sig		
Electronic Technician	1	- 1.01	Not Sig		
Engineering Design	1	- 1.01	Not Sig		
Industrial Electronics	1	- 1.01	Not Sig		
Law	2	- .27	Not Sig		
Social Work	1	- 1.01	Not Sig		
Systems Analyst	1	- 1.01	Not Sig		
Veterinarian	1	- 1.01	Not Sig		
MILLIONAIRE	1	- 1.01	Not Sig	- 2.60	99.5
NONE	1	- 1.01	Not Sig	- 2.60	99.5
UNDECIDED	9	4.96	99.9	- .92	Not Sig
VOCATIONAL EDUCATION	9			.40	Not Sig
Construction	2	- .27	Not Sig		
Fashion Coordination	1	- 1.01	Not Sig		
Fashion Merchandiser	1	- 1.01	Not Sig		
Learn A Trade	1	- 1.01	Not Sig		
New Trade	1	- 1.01	Not Sig		
Nurse	2	- .27	Not Sig		
Record Technician	1	- 1.01	Not Sig		